

Emergency Management Plan

Collectively Kids Ltd

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Radio	National Radio 756 AM OR 101.4 FM Newstalk ZB 89.4 FM Classic Hits 97.4 FM More FM 91.8 FM Radio Live 702 AM OR 100.6 FM
Last revised	8/3/2016

Introduction

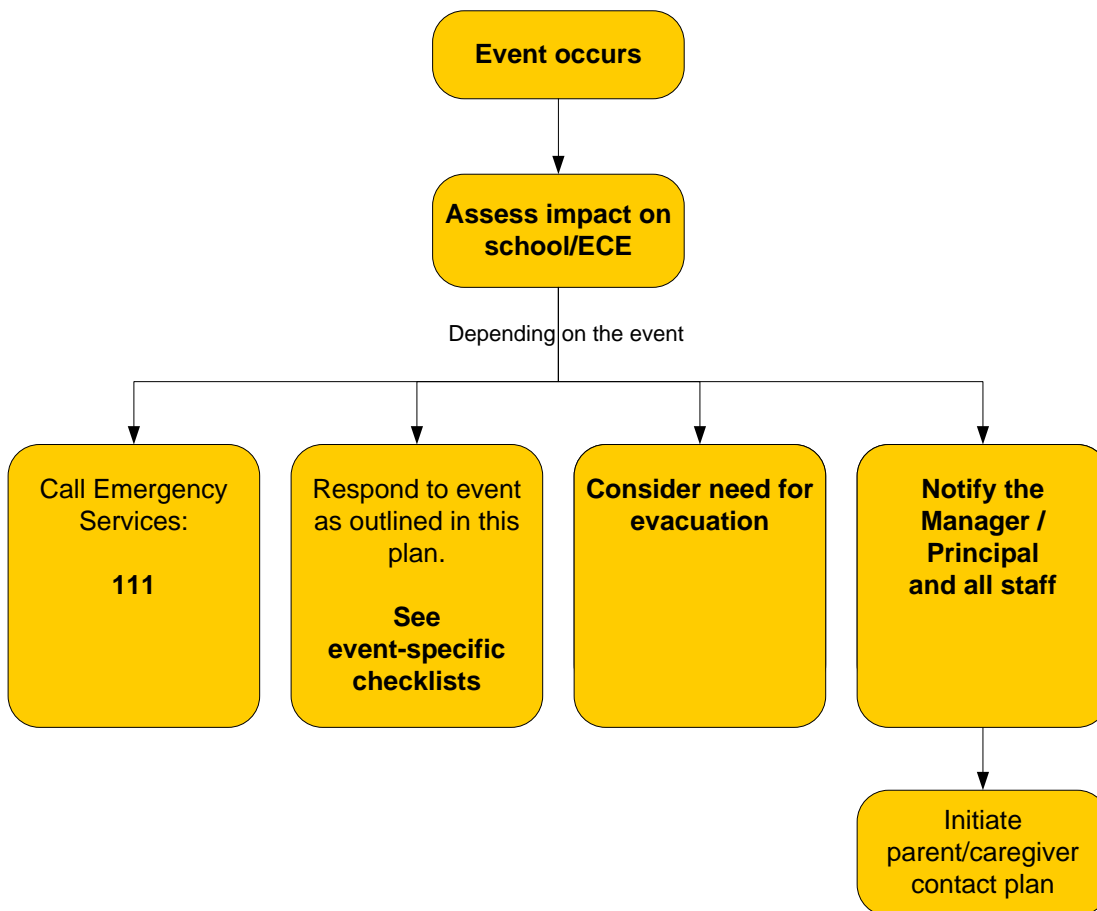
This plan outlines how Collectively Kids will respond in the event of an emergency.

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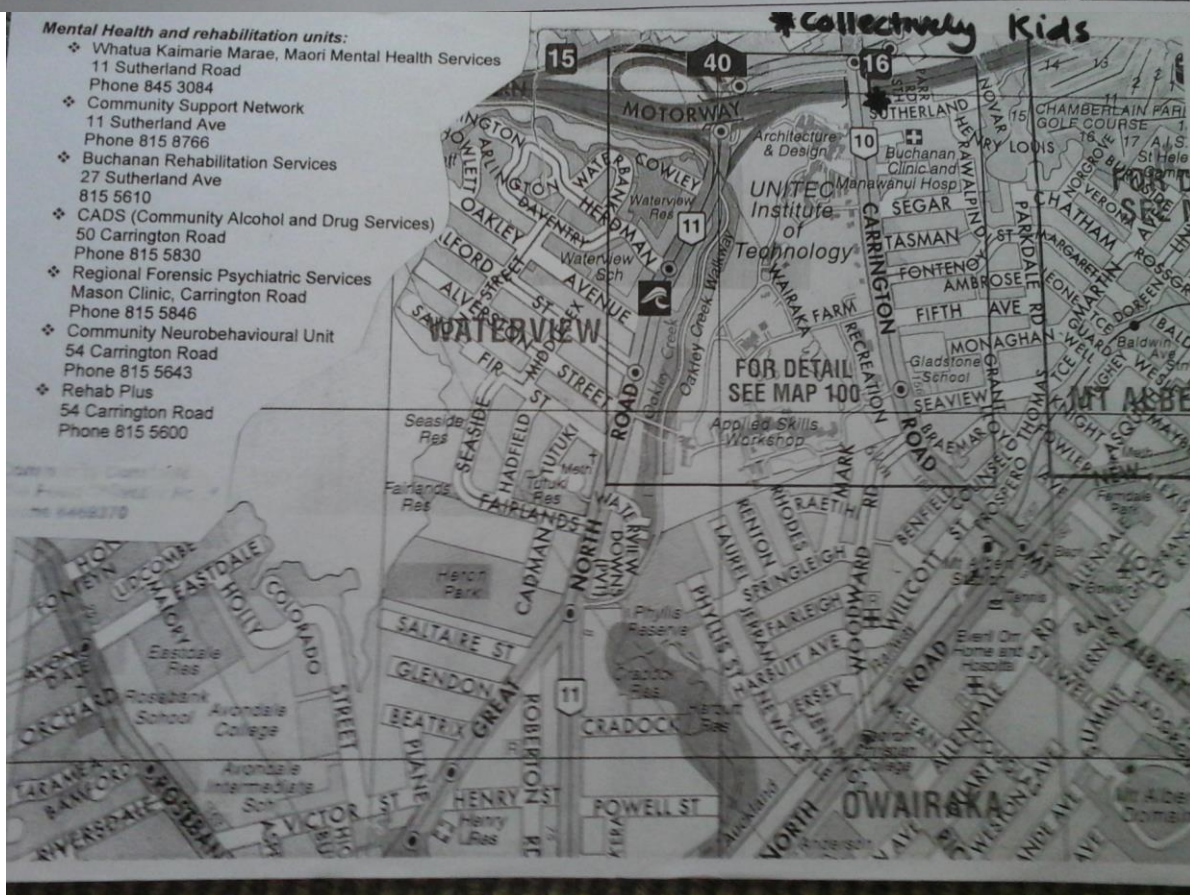
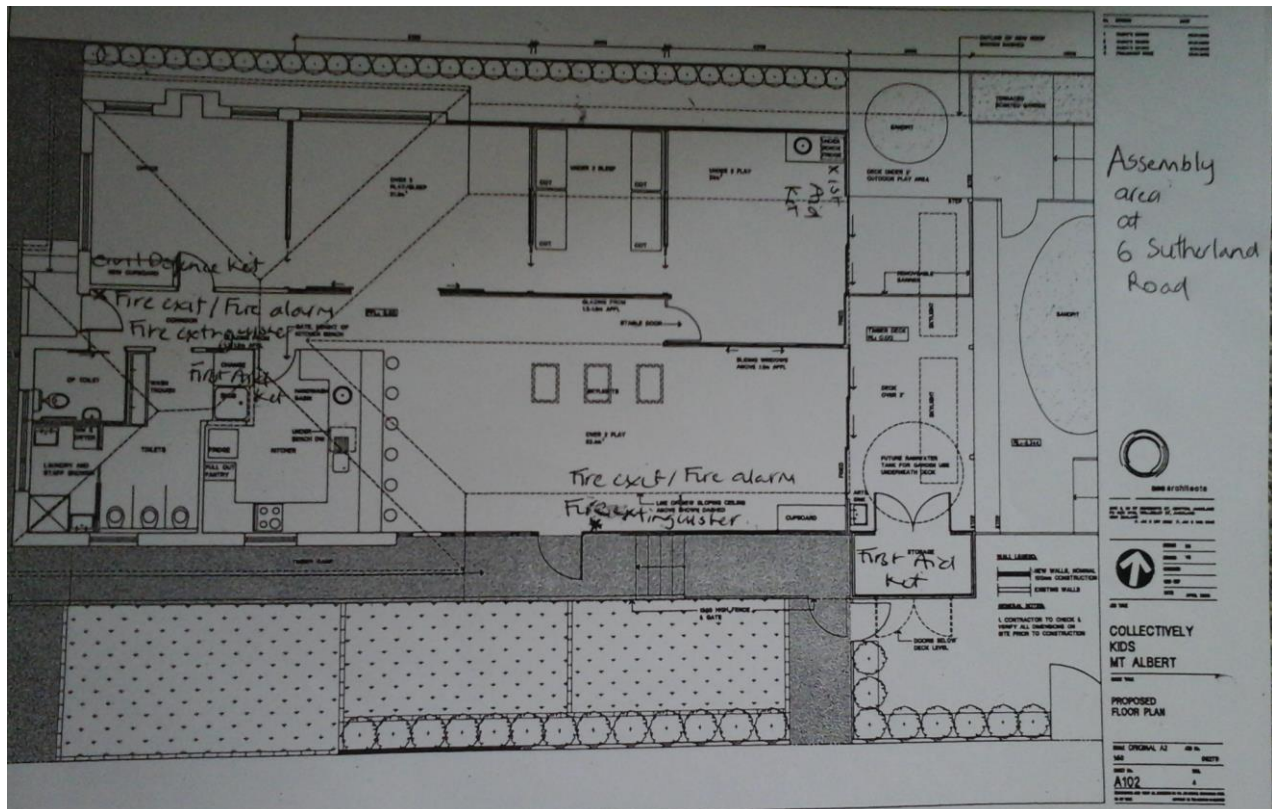
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Basic emergency response process

While every event is unique, there are some basic steps to follow when responding to any emergency, which are outlined below:



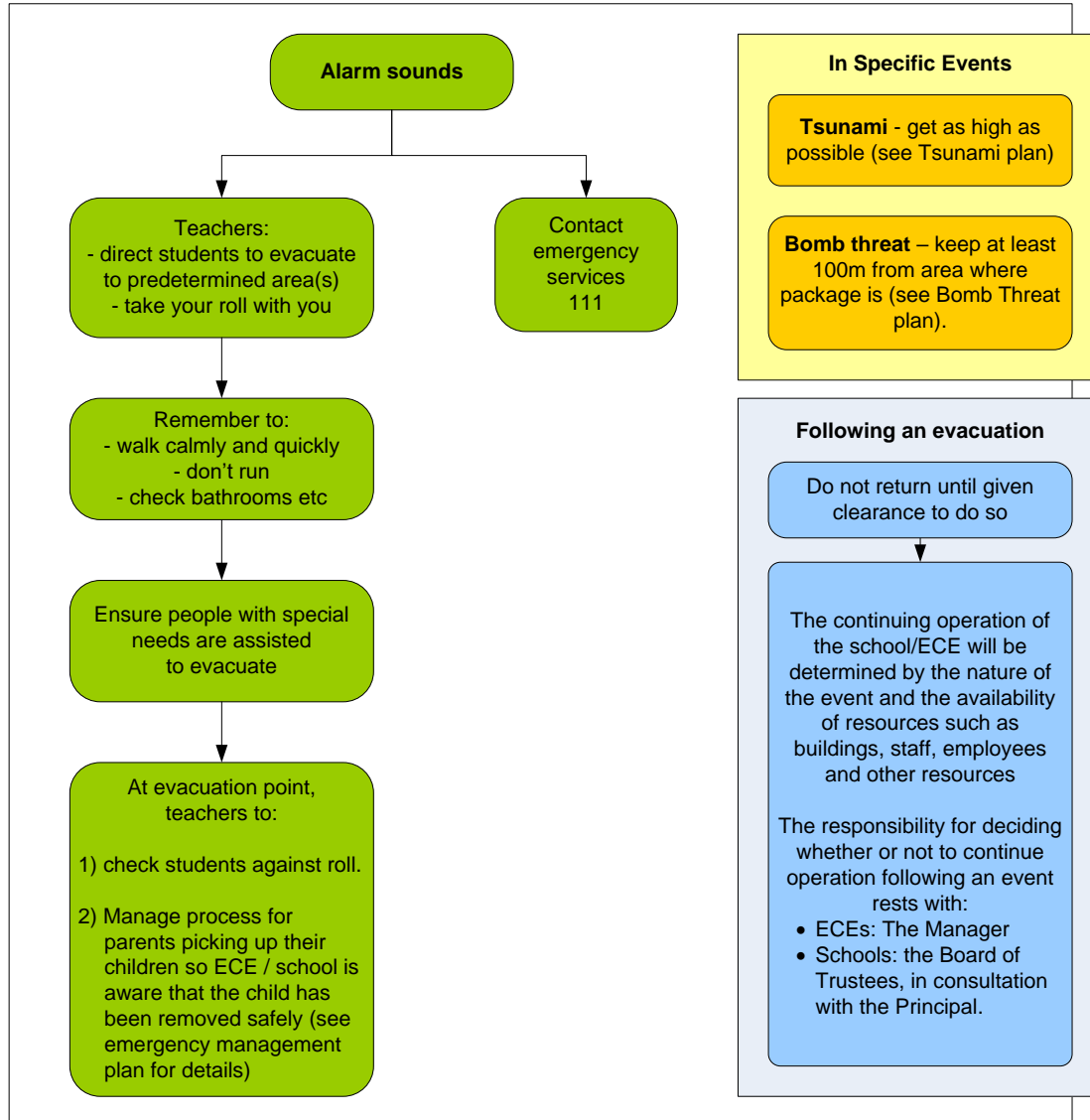
Site map



Evacuation

Evacuation from the ECE may be required to ensure the safety of staff and students in an emergency event. In all cases, evacuations need to be planned and practiced.

General evacuation plan



Our evacuation areas

- Ensure that all staff, customers and other visitors proceed to the assembly area. Which is **the footpath outside 6 Sutherland Road**.

Emergency contact plan – parents and caregivers

Our emergency contact plan for parents and caregivers

In case of an emergency parents/caregivers will be advised via a text message or phone call. All contact details are on the CK phone. Contact list is also in the emergency folder and on the office noticeboard.

Monitoring pick up of children by parents/caregivers:

The daily register will be used if it is available, alternatively pick-ups will be recorded in writing.

Our role in a Civil Defence emergency

Civil defence preparedness for Collectively Kids and schools generally is focussed on ensuring the safety of students and staff at school during a civil defence emergency

External contact lists – last updated: 8/3/2016

Where possible include a primary and alternate number.



Emergency services contact information

Police, Fire, Ambulance	111
Police Avondale	Phone : 8204610
National Poison centre	Urgent line 0800 764 766 Non-urgent 03 479 7284
Med Centre	Pt Chev Medical Centre 1181 Great North Rd Phone: 8466244 St Lukes A&E 52 St Lukes Rd Phone: 8153111



Essential government contact information

Ministry of Education	National Office (04) 463 8000 Traumatic Incident Team 0800 TI Team (0800 848 326) Contact Centre 0800 225 580
Ministry of Education media advice and assistance	Point of contact Senior Media Advisor, Communications Group Phone 04 – 463 8000
Child, Youth and Family (CYF)	0508 326 459
Local council	Phone 093010101
Local Emergency Management office/group	For Civil Defence information call 0800 22 22 00 or contact the Auckland Council on 09 301 0101 Civil Defence app is on CK phone



Essential utility contact information

Power company Meridian	Account number: 11376521 Phone: faults 0800 496 596
Vector lines	0800734567
Electrician Bill	0274 783 1361
Builder / handyman John Nicol Jason Mathieson	093788236, 0210411506 0226559177

Plumber	Glenn – 0274 780 895 412 8076 Plumbing Solutions - 0275347500
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External contact lists – last updated: 8/3/2016



Essential security contact information

Security	For alarm call outs – First Security through Chubb
Alarm monitoring Chubb	O800 804 445 Tech 0800432625
Fire alarm/equipment maintenance	Fire International 5428847



Other miscellaneous contact information

Other	Contact details
Lawyer	Erich Bachmann 375 8709, 309 0552 021827087
Insurance	Paramount 360 3292



Local ECE services/schools contact information

Other schools/ECEs in local area	Contact details
School: Gladstone	Phone: 846 9744
School: Pt Chevalier	Phone: 846 1359
ECE: Rumpus Room	Phone: 845 0123

Fire

This checklist outlines what to do in the event of fire. You can also use it when practising a fire drill.

	Response actions (as appropriate)
Discovery of a fire	<input type="checkbox"/> Ring the fire alarm.
	<input type="checkbox"/> Call 111 Ask the operator for the Fire Service. When connected to the Fire Service inform the operator of a fire at: Collectively Kids 28 Carrington Rd Pt Chevalier (corner of Sutherland Road) Give the operator the precise location of the fire and any other useful information you have. It may not be possible to use the phone from your particular area, therefore ring once you have left the building, from a neighbouring building or a mobile phone. DO NOT PANIC!
	<input type="checkbox"/> If safe to do so extinguish the fire – see use of fire extinguishers below
On hearing the alarm	<input type="checkbox"/> Under two teachers should exit via the garden gate and advise outdoor teacher as the alarm can be hard to hear. Warden to take register.
	<input type="checkbox"/> Walk calmly and quickly and avoid panic.
	<input type="checkbox"/> Ensure students / visitors with disabilities are assisted by a responsible person.
	<input type="checkbox"/> Ensure any visitors are included in the evacuation.
	<input type="checkbox"/> Check rest areas, bathrooms and common rooms en route to the designated exit point.
Returning to the building(s)	<input type="checkbox"/> Ensure all students remain at the evacuation point until clearance to leave is given.
	Do not return to the building(s) until given the all clear by the Fire Service.

Ongoing operations following a fire	<p>The continuing operation of Collectively Kids will be determined by the nature of the fire and the availability of resources such as buildings, staff, employees and other resources</p> <p>The responsibility of whether or not to continue operations at Collectively Kids rests with the Manager.</p>
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Evacuation checklist

Area	Floor Warden	Deputy Floor Warden
<i>OFFICE / TOILETS</i>	Supervisor	Supervisor
<i>SLEEP ROOM</i>	Supervisor	Supervisor
<i>UNDER TWO'S AREA</i>	Supervisor	Supervisor
<i>OVER TWO'S AREA</i>	Supervisor	Supervisor
<i>OUTSIDE PLAY AREA</i>	Supervisor	Supervisor

FIRST AID FIRE FIGHTING EQUIPMENT

There are fire extinguishers available throughout this building. All occupants must be familiar with the location and use of the fire fighting equipment in their area. A fire extinguisher is designed to put out small fires only.

Fire is a chemical process that requires three things to keep burning, fuel, heat and oxygen. Remove any one or more of the three and the fire will go out. This sounds simple but in reality fire is fast moving, hot and frightening. A small flame can turn into a large fire in seconds.

To determine if it is safe to use an extinguisher or hose:

- Is the fire small enough to be put out by a fire extinguisher?
- Is the extinguisher or hose suitable for extinguishing the class of fire?
- Will attempting to extinguish the fire endanger anyone's life?
- Is there an unrestricted access to the fire?
- Will there be a quick, unrestricted retreat available at all times?

The safety of all building occupants must always be the first consideration. Before using an extinguisher ensure that:

The fire alarm has been activated and people are evacuating the building.

A 111 call to the Fire Service has been made.

Wardens' search their designated area.

Never delay calling 111 while trying to put out a fire. For the Fire Service to arrive in time to help they must be called at the earliest possible opportunity.

Unless it is a small and controlled fire, fire fighting is best left to the professional fire fighters. They have the training, experience and equipment to deal with the emergency. Fire fighters know about "hot spots", places where fire may still be burning but not noticeably so and "flare ups", fires that start again, sometimes hours later.

Read the instructions on operating procedures before an emergency arises.

Always have somebody stand-by as a backup when you operate an extinguisher

HOW TO USE A FIRE EXTINGUISHER

Make the extinguisher ready for use by breaking the seal, or if applicable, removing the pin.

Aim the extinguisher at the base of the fire. Keep low to minimise the effects of heat and smoke.

When in position, start discharging the extinguisher in a sweeping motion across the base of the fire.

If at any time the fire becomes uncontrollable or there is too much heat and smoke for comfort, leave immediately and close the doors behind you if possible.

ALWAYS STAY BETWEEN THE FIRE AND THE DOOR!

CLASSES OF FIRE

Fire is divided into six classes for the purposes of effective suppression. These classes are related to the materials on fire and have an impact on the type of extinguisher to be used. The table below shows how to identify the classes of fire and the most suitable extinguisher.

CLASS OF FIRE	SUITABLE EXTINGUISHER
CLASS A: Materials such as wood, paper and textiles	Fire Hosereel, water filled extinguishers or multi-purpose dry powder extinguishers.
CLASS B: Flammable liquids such as petrol, oils, cooking fats and solvents	Dry powder or multi-purpose extinguishers, carbon dioxide, foam or light water extinguishers
CLASS C: Gases such as acetylene, LPG, CNG and natural gases	TURN OFF THE GAS SUPPLY FIRST. Use a multi-purpose dry powder extinguisher
CLASS D: Metals such as sodium, potassium and magnesium	Special dry powder extinguisher.
CLASS E: Fires in electrically energised equipment of any other class of fire	TURN OFF THE ELECTRICITY FIRST. Dry powder or multi-purpose extinguishers, carbon dioxide extinguishers.
CLASS F: Fire involving cooking fats and oils	Dry powder or multi-purpose extinguishers, carbon dioxide extinguishers.

REMEMBER: NEVER USE A FIRE HOSE OR A WATER EXTINGUISHER TO PUT OUT A FIRE INVOLVING ELECTRICITY OR BURNING LIQUIDS

Earthquake

	Response actions (as appropriate)
During an earthquake	<input type="checkbox"/> If indoors: Over 2 area <ul style="list-style-type: none"> • Drop, take cover under a desk or table and to hold onto the legs until the shaking stops • Drop into turtle position if no tables are nearby • Keep away from shelves containing heavy objects and other large items of furniture • Keep away from windows • Stay indoors until the shaking stops and it's safe to go outside Infant/toddler room <ul style="list-style-type: none"> • If possible teachers will move children under kai table and then drop into turtle position • If this is not possible teachers will cover children with their bodies • Keep away from shelves containing heavy objects and other large items of furniture • Keep away from windows • Stay indoors until the shaking stops and it's safe to go outside
	<input type="checkbox"/> If outside: Drop and cover Keep away from climbing boxes and moveable outdoor equipment <ul style="list-style-type: none"> • Students to stay in the school grounds until a teacher comes to get them. • Keep away from buildings and power lines
When the shaking stops	<input type="checkbox"/> Ensure your personal safety first
	<input type="checkbox"/> Check those around you and offer help if necessary.
	<input type="checkbox"/> If anyone requires medical assistance, call 111 and/or administer first aid.
	<input type="checkbox"/> Evacuate if required.
	<input type="checkbox"/> Get staff and pupils away from dangerous areas

	<p><input type="checkbox"/> If the ECE/school is located near the coast line or a large body of inland water, be aware of the possible risk of Tsunami</p> <p>The risk of a Tsunami in our location is minimal (checked with Civil Defence 2015)</p>
	<p><input type="checkbox"/> Listen to the radio for instructions from Civil Defence.</p>
<p>Ongoing operations following the earthquake</p>	<p><input type="checkbox"/> The continuing operation of Collectively Kids will be determined by the nature of the emergency and the availability of resources such as buildings, staff, employees and other resources.</p> <p>The responsibility of whether or not to continue school functions rests with the Manager in consultation with the Senior Teaching Team.</p>

Tsunami

	Response actions (as appropriate)
When a tsunami threatens	<input type="checkbox"/> Listen to your radio or TV for advice and information
	<input type="checkbox"/> Don't wait to be told to evacuate if a strong earthquake occurs and your school/ECE is located in an area at risk of a tsunami (eg near the sea, rivers or large body of water). Evacuate if instructed to by Civil Defence.
	<div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>We consulted with Civil Defence in 2015 and were advised that the risk in our area is low.</p> <p>In a major event we would evacuate and move towards higher ground, along Carrington Rd heading towards Mt Albert shops.</p> </div>
	<input type="checkbox"/> If there is time, take your disaster survival kit and any important documents with you (such as the roll and contact details).

Flooding

Flooding can happen quickly and have serious impacts. Flooding may be caused by heavy rain, overflowing creeks and rivers and high tides or tsunamis in coastal and low-lying areas.

Floods within a building can also be caused by normal wear and tear failures of pipe joints, vandalism, or be the result of earthquakes.

	Response actions (as appropriate)
Flooding reported or sighted	<input type="checkbox"/> Check source of the flood and that no students or staff are in danger
	<input type="checkbox"/> Evacuate if required (and get to higher ground)
	<input type="checkbox"/> If safe to do so, move records and equipment onto higher floors or onto furniture as high as possible
	<input type="checkbox"/> If flood is due to burst pipes etc, turn off the water at the mains if possible.

Volcanic eruption and ashfall

	Response actions (as appropriate)
When a volcano threatens	<input type="checkbox"/> Listen to your radio or TV for advice and information
	<input type="checkbox"/> Contact your local Civil Defence Group for advice.
	<input type="checkbox"/> Check that staff know what to do. Revise with students.
Large eruption	<input type="checkbox"/> Evacuation: If the school is in the path of potential lava flows, pyroclastic flows, surges or lahars be prepared to evacuate when asked to by controlling authorities (i.e. police, civil defence etc).
Ash Fall	<input type="checkbox"/> Ensure that staff and pupils stay indoors. Have dust masks available (not available at CK at this stage).
	<input type="checkbox"/> Close windows and doors. In heavy ash falls, windows and doors may need additional sealing to avoid ash entering the school buildings.
	<input type="checkbox"/> Turn off air-conditioning units and any other equipment that draws in or blows air.
	<input type="checkbox"/> Protective clothing (especially if working in the ash fall) should be worn by anyone who has to work outside in an emergency and goggles used to protect the eyes.
	<input type="checkbox"/> Monitor the amount of ash on roofs. Roofs may collapse under the weight of ash causing injury to the occupants. Evacuate buildings which show signs of roof sagging.
	<input type="checkbox"/> Disconnect roof-fed water supply only when ash fall is occurring or during the clean up to stop ash entering the storage tanks.
Cleaning up after an ash fall	<input type="checkbox"/> If possible have school outdoor equipment, cars etc parked under-cover or cover them.
	The local council and CDEM group will provide advice on cleaning up and disposing of ash.

Chemical spill

All chemical spills must be treated as toxic and dangerous. They can be in liquid form, solids, powder or gas.

	Response actions (as appropriate)
Become aware of chemical spill	<input type="checkbox"/> Move all people in the vicinity to a safe area. Consider: <ul style="list-style-type: none"> • evacuation of entire centre if required and safe to do so • alternatively, it may be safer to stay indoors and seal doors, windows, other openings and switch off any air intake units.
	<input type="checkbox"/> If required, contact emergency services on 111
	<input type="checkbox"/> Give appropriate first aid to anyone in contact with the spill
	<input type="checkbox"/> Notify the Manager / Principal and staff
	<input type="checkbox"/> Children will stay at the centre until it is safe for them to leave. If the event continues after 5.30 (centre closing time) or traffic has been affected and parents/caregivers are unable to pick up, teachers will remain on site to ensure that ratios are met for the remaining children.

Severe Weather event

Severe weather events can affect the ECE centre and pick-up of children

	Response actions (as appropriate)
Become aware of storm/unusual Weather event	<input type="checkbox"/> Move all people inside <ul style="list-style-type: none"> • Close windows and doors • Check civil defence alerts
	<input type="checkbox"/> If required, contact emergency services on 111
	<input type="checkbox"/> Give appropriate first aid to anyone who has been injured
	<input type="checkbox"/> Notify the Manager and staff <ul style="list-style-type: none"> • Notify families of the situation advising them to take and take their time when travelling
	<input type="checkbox"/> If the weather event continues after 5.30 (centre closing time) or traffic has been affected and parents/caregivers are unable to pick up teachers will remain on site to ensure that ratios are met for the remaining children.

Dealing with a suspicious letter or package

When dealing with suspicious packages the utmost caution must be exercised and no attempts must be made to touch, move or examine the package.

	Response actions (as appropriate)
In general	<input type="checkbox"/> Note the location of the package and a description of it (markings etc).
	<input type="checkbox"/> Do not touch, shake or attempt to move the package.
	<input type="checkbox"/> Check with the addressee to see if they are expecting the package
	<input type="checkbox"/> Isolate the item.
	<input type="checkbox"/> Call the police (111) and advise them of the circumstances, the description of the package and its location. Note: If a suspected bomb - Do not use a cell phone or other radio device anywhere near the package.
	<input type="checkbox"/> As appropriate, position staff at a safe distance to direct people away from the area where package/letter is.
	<input type="checkbox"/> Consider evacuating the area or the school (Take police advice)
If you open a letter/package and discover powder:	<input type="checkbox"/> Put on gloves and place opened letter/package in a plastic bag
	<input type="checkbox"/> If hands or any part of the body may have come into contact with the envelope or package then wash with soap and water
	<input type="checkbox"/> If contents spilled <ul style="list-style-type: none"> • Do not clean up or wipe spilt contents • Avoid breathing the powder or spores • Clear and isolate the area • Switch off air conditioning • Wash hands with soap and hot water.
	<input type="checkbox"/> If contents are spilt on clothing <ul style="list-style-type: none"> • Select a room for changing • Remove clothing and place in plastic bag • Shower with soap and hot water • Change into other clothes.

Bomb threats

Keep calm. Do not hang up. A dialogue with the caller is important as information that may be gleaned from the caller can help assess the current situation and help police with further inquiries.

Let the caller talk, ask the questions as the opportunity arises and avoid being confrontational

Questions	Answers
When is the bomb going to explode?	
Where is the bomb?	
What does the bomb look like?	
What kind of bomb is it?	
What is the explosive type and quantity?	
Why did you place the bomb?	
What is your name?	
Where are you?	
What is your address?	
Exact wording of the threat:	
The Caller	
Sex:	<input type="checkbox"/> Male <input type="checkbox"/> Female
Estimated age:	
Any speech impediment (specify):	
Accent (specify):	
Voice- loud – soft etc:	
Speech – fast – slow etc:	
Manner, calm emotional etc:	
Did you recognise the voice?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If so who do you think it was?	
Was the caller familiar with the area?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Threat Language	
<input type="checkbox"/> Well spoken	<input type="checkbox"/> Irrational
<input type="checkbox"/> Incoherent	<input type="checkbox"/> Taped
<input type="checkbox"/> Message read by caller	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Abusive	
Any background noises?	
<input type="checkbox"/> Street noise	<input type="checkbox"/> Aircraft
<input type="checkbox"/> House noise	<input type="checkbox"/> Voices
<input type="checkbox"/> Music	<input type="checkbox"/> Vehicle
<input type="checkbox"/> Machinery	<input type="checkbox"/> Other: _____
Call taken	
Date: __/__/____	Time: _____
Length of call: _____	Number called: _____

This checklist for bomb threats should be kept by the phone. Staff who would normally answer the phone should be briefed on the questionnaire to ensure some familiarity with it. A pre-printed version of the check list is available from police and may be preferred over this list for convenience.

Trespasser on the grounds

Only follow this process if it is clear that the trespasser does not come under the category of Violent Intruder (for this process, see following page).

Trespassing is where a person enters an ECE and either:

- does not have permission to be there, or
- their behaviour is such that the ECE would not give permission for them to be there.

Incident type	Response actions (as appropriate)
Become aware that there is a trespasser on the property.	<input type="checkbox"/> Notify the Manager, Senior teaches and /or other staff member of the description, location and activity of the trespasser.
	<input type="checkbox"/> If someone is at the door whose demeanour is of concern do not open the door
	<input type="checkbox"/> Assess the nature of the trespasser: benign or aggressive (if aggressive – follow the violent intruder process).
	<input type="checkbox"/> Move children to the safest area: If trespasser is in the playground outside move children inside (if possible) and lock doors If trespasser is inside and poses a risk take phone move children outside, teacher(s) inside lock door
	<input type="checkbox"/> Greet the trespasser (this should be the manager or senior teachers), advise them who you are, and ask them why they are there. Whenever possible, ensure that you have a colleague with you.
	<input type="checkbox"/> If the reason for the visit appears legitimate, take the person to the office where the reasons for the visit can be dealt with.
	<input type="checkbox"/> If the reason for the visit is not legitimate, explain that they have to leave the premises.
	<i>If the person leaves when requested they are no longer considered a trespasser.</i>
If the trespasser refuses to leave when requested	<input type="checkbox"/> Explain that staff will have to call the police.
	<input type="checkbox"/> If the trespasser still refuses to leave ask colleague to call the police.
	<input type="checkbox"/> Ask colleague to take a phone and move children – colleague to assess what this would be
	<input type="checkbox"/> If it is safe, stay with the trespasser until the police arrive.
	<input type="checkbox"/> If the trespasser gives any indication of violence walk away (if possible keep the trespasser under observation from a safe distance until police arrive).
	<input type="checkbox"/> When police arrive update them on the situation.
Follow-up actions	<input type="checkbox"/> Ensure the incident is documented and filed (including providing a report to police).
	<input type="checkbox"/> Advise the Ministry of Education regional office (which can help you access the Traumatic Incident team if required).
	<input type="checkbox"/> Consider: <ul style="list-style-type: none"> • debriefing staff on the incident and assess if your Emergency Management process worked correctly or needs amendments.

Note: There is no authority under the Trespass Act 1980 for the occupier to physically eject the person from the premises. If a trespasser refuses to leave when requested, he or she should be told that the police will be called. The police have the option to arrest and charge the person with an offence, however they will assess each incident and take what they think is appropriate action.

As well as the process under the Trespass Act, the Education Act 1989, section 139C makes it an offence to intentionally insult, abuse, or intimidate a teacher or other member of staff on school premises.

Violent intruder

This checklist provides a very basic guide to managing a Violent Intruder incident.

The aftermath of a Violent Intruder incident will require careful management as even in the 'best case' scenario of no one being killed or injured there will be traumatised staff and pupils, concerned parents, chaos and confusion, disruption and media interest.

	Response actions (as appropriate)
Shots are heard or a violent intruder is seen on the premises	<input type="checkbox"/> Call 111 <ul style="list-style-type: none"> Identify yourself and your ECE, including address Details of situation Details of any casualties Description of weapons, number of shots etc Description and location and identity of offender if known Identify the 'target' of aggression if known
	<input type="checkbox"/> If safe, move to predetermined safe position to await Police arrival
	<input type="checkbox"/> Alert staff/students (avoid using the fire alarm). <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Call out "Emergency" </div>
	<input type="checkbox"/> Move to closest safe area, preferably an area that can be locked – baby room. Lock inside doors and windows if intruder is outside and move children away from doors/windows.
	<input type="checkbox"/> Lock and/or barricade, or cover if possible, doors/windows.
	<input type="checkbox"/> Keep quiet and do not leave the safe area unless it is safe to do so.
	<input type="checkbox"/> Should the event occur while children are outside move inside if possible and close all areas evacuate children to Whatua Kaimarie Office.
	<input type="checkbox"/> Once police arrive, liaise with them to secure crime scene(s)
Following the incident	<input type="checkbox"/> The Trauma Incident Teams will provide support (see contact list for phone number).
	<input type="checkbox"/> Liaise with the media
	<input type="checkbox"/> Consider whether to temporarily close, or continue operating. (The Trauma Incident Teams will provide guidance on suitable responses)
	<input type="checkbox"/> Continue to monitor the wellbeing of students and staff

Serious injury or death

All ECE services need to be prepared and know how to manage a traumatic incident involving death or serious injury. The sudden death (or serious injury) of a child, staff member or family/whānau member has the potential to create significant dangers or risks to the physical and emotional wellbeing of children and people within a community.

The event also has the potential to cause sudden and/or significant disruption to the effective operation of an ECE service and their community. If the aftermath is poorly or insensitively handled, it can impact on those affected and attract adverse media or public comment.

	Response actions (as appropriate)
Death / serious injury occurs at school or ECE	<input type="checkbox"/> Ensure your own safety. Assess area for danger (eg: live wires, poisonous substances etc)
	<input type="checkbox"/> Do not assume death has occurred – give immediate first aid
	<input type="checkbox"/> Call emergency services
	<input type="checkbox"/> Notify Manager/Senior Teacher; isolate and contain the area.
Action after medical personnel have taken over	<input type="checkbox"/> Senior Teacher to advise Manager if Manager is not at the centre
	<input type="checkbox"/> Consider accompanying police to advise parents.
	<input type="checkbox"/> Advise the Ministry of Education Trauma Incident Team on 0800 84 83 26. This team will help guide you on managing the response (including how to advise students, arrange counselling etc)
	<input type="checkbox"/> Complete incident form with all known details
	<input type="checkbox"/> Ensure the designated media person for the school is fully briefed

If the death or serious injury occurs outside of school/ECE, follow the appropriate steps noted above.

Online resources

Visit the Ministry of Education website to assist in managing this type of response in ECE services:

www.education.govt.nz/school/student-support/emergencies

Traumatic Incident Team

Contact the Ministry of Education Traumatic Incident team on 0800-TI TEAM / 0800 84 83 26

Missing child or student

All instances of a child or student going missing from an ECE centre have to be treated urgently and steps taken to find the missing person or confirm their safe whereabouts.

There can be many reasons and associated dangers for a missing child including:

- the proximity of dangerous hazards to the ECE
- the possibility of an abduction
- the possibility that the child has been picked up by a parent or caregiver.

Until the child or student has been found or confirmed in a safe location, action must be taken to locate them.

	Response actions (as appropriate)
Information or notification that a child / student is missing	<input type="checkbox"/> Confirm: <ul style="list-style-type: none">• that the person had been present at ECE at some time during the day, and if so;• when they were last seen
	<input type="checkbox"/> Notify Manager and teachers
	<input type="checkbox"/> Search the ECE setting.
If child or student is found	<input type="checkbox"/> If child found injured or ill, call for medical assistance if required.
	<input type="checkbox"/> Notify manager and other searchers.
	<input type="checkbox"/> Establish what happened and complete incident report
	<input type="checkbox"/> Arrange for the child's parents or caregivers to be advised
If child or student is not found	<input type="checkbox"/> Notify the police immediately
	<input type="checkbox"/> Notify the parents / caregivers immediately

Emergency Drills March 2016:

please provide date(s) of drills, details, initial all entries and attach Fire Service trial evacuation forms.

Fire_____

Earthquake_/Tsunami_____

Volcanic eruption_____

Severe weather event/Flooding_____

Chemical spill or gas leak_____

Intruder and Violent intruder_____

Bomb threat_____

Suspicious package_____

Missing Child_____

Severe injury or death_____

Emergency Drills June 2016:

please provide date(s) of drills, details, initial all entries and attach Fire Service trial evacuation forms.

Fire_____

Earthquake/Tsunami_____

Volcanic eruption_____

Severe weather event/Flooding_____

Chemical spill or gas leak_____

Intruder and Violent intruder_____

Bomb threat_____

Suspicious package_____

Missing Child_____

Severe injury or death_____

Emergency Drills Sept 2016: please provide date(s) of drills, details, initial all entries and attach Fire Service trial evacuation forms.

Fire_____

Earthquake_/Tsunami_____

Volcanic eruption_____

Severe weather event/Flooding_____

Chemical spill or gas leak_____

Intruder and Violent intruder_____

Bomb threat_____

Suspicious package_____

Missing Child_____

Severe injury or death_____

Emergency Drills December 2016: please provide date(s) of drills, details, initial all entries and attach Fire Service trial evacuation forms.

Fire_____

Earthquake_/Tsunami_____

Volcanic eruption_____

Severe weather event/Flooding_____

Chemical spill or gas leak_____

Intruder and Violent intruder_____

Bomb threat_____

Suspicious package_____

Missing Child_____

Severe injury or death_____
